DOCUMENT RESUME

ED 224 521 JC 820 571

AUTHOR Rajasekhara, Koosappa
TITLE Follow-Up Study: 1980 Graduates.
INSTITUTION Dundalk Community Coll., Baltimore, MD. Office of Institutional Research and Grants.
PUB DATE Mar 82
NOTE 39p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Graduates; *College Transfer Students; Community Colleges; *Employment Patterns; Graduate Surveys; Participant Satisfaction; Questionnaires; *State Norms; State Surveys; Student Characteristics; *Student Educational Objectives; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS *Maryland

ABSTRACT

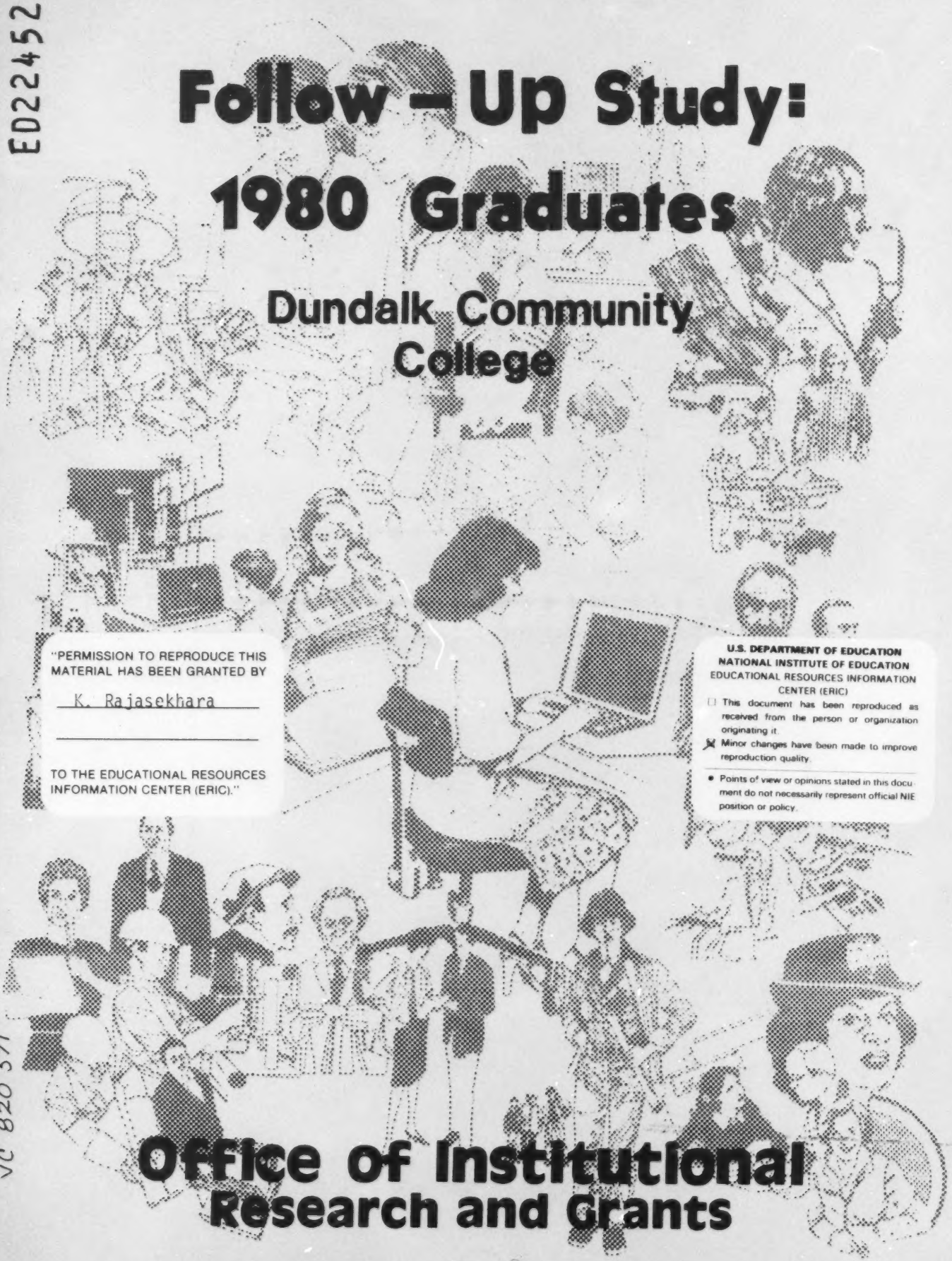
A follow-up study of 1980 graduates of Dundalk Community College (DCC) was conducted to evaluate the extent to which the college had assisted the students in achieving their goals, in their participation for transfer to a senior institution, and in their career development. In early 1981, questionnaires were mailed to 201 graduates who had received associate degrees or certificates, requesting information on their educational goals and goal achievement, transfer and employment experiences, and overall evaluation of instruction and the college. Based on responses from 69% of the graduates and an analysis of student records, study findings indicated: (1) the average age of the respondents was 32 years, 96% were white, and 60% were female; (2) 56% graduated in career areas and 44% in transfer areas; (3) 45% of the graduates were pursuing further study, 76% were employed, and 11% were seeking work; (4) 86% of the graduates had achieved their goals for attending DCC; (5) 92% of the students who transferred and 94% of the career development graduates were satisfied with their preparation; (6) 89% of the transfer students chose majors related to their field of study at DCC and 72% of the career development graduates who were employed full-time also remained in a field related to their DCC major; and (7) over 95% of the graduates were satisfied with the quality of instruction and the college. The study report compares findings with statewide follow-up data and includes the questionnaire. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED224521

Follow - Up Study: 1980 Graduates

Dundalk Community College



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. Rajasekhara

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Office of Institutional Research and Grants

VC 820 571

FOLLOW-UP STUDY: 1980 GRADUATES

DUNDALK COMMUNITY COLLEGE

MARCH, 1982

KOOSAPPA RAJASEKHARA

OFFICE OF INSTITUTIONAL RESEARCH AND GRANTS

7200 SOLLERS POINT ROAD, DUNDALK, MARYLAND 21222

FOLLOW-UP STUDY: 1980 GRADUATES

DUNDALK COMMUNITY COLLEGE

HIGHLIGHTS

Dundalk Community College in cooperation with the Maryland State Board for Community Colleges conducted a survey of 1980 graduates in early 1981. The purpose of this study was to evaluate the extent to which the College assisted the students in achieving their goals, their preparation for transfer to a senior institution, and their career development. Questionnaires were mailed to 201 graduates. The response rate of this survey was 71 percent.

The major findings of the survey are given below:

General

- The average age of Dundalk Community College graduate was 32 years.
- 96 percent of the graduates were White.
- 60 percent of the graduates were females and 40 percent were males.
- 56 percent graduated in career areas and 44 percent in transfer areas.
- 79 percent received AA degrees and 21 percent received certificates.
- 45 percent of the graduates were pursuing further studies.

Educational Goals

- 31 percent of the graduates whose primary reason for attending Dundalk Community College was for transferring to a four-year institution.
- 82 percent of the graduates came to Dundalk Community College because of location and the program availability.
- 86 percent of the graduates achieved their goals.

Transfer

- 71 Percent of the graduates whose goal was to transfer achieved their goals.
- 70 percent of the graduates transferred full-time to another institution.
- 61 percent of the graduates transferred to one of the State public colleges. Only 4 percent transferred to the University of Maryland.
- 89 percent of the graduates transfer majors were related to the majors at Dundalk Community College.
- 63 percent of the graduates lost no credits while transferring to another institution.
- 72 percent of the graduates were maintaining above 3.0 grade point average at the transfer institution.
- 92 percent of the graduates were satisfied with the transfer preparation.

Career Development

- 55 percent of the career graduates achieved their goals.
- 80 percent of the graduates were employed; 52 percent full-time and 28 percent part-time.
- 72 percent of the graduates who were employed full-time held jobs related to their College preparation.
- 87 percent of the graduates were employed either in Baltimore County or Baltimore City.
- 66 percent of the graduates located their jobs through either personal contact or responding to newspaper advertisement. Only 2 percent located their jobs through the College placement office.
- 94 percent of the graduates reported satisfaction with the College preparation for employment.

Overall Evaluation

- 98 percent of the graduates were satisfied with the quality of instruction.
- 96 percent of the graduates reported satisfaction with the overall quality of the College.

PREFACE

This report presents the results of a 1981 survey of students who graduated from Dundalk Community College in 1980. The study was a joint project between Dundalk Community College and the State Board for Community Colleges. The report includes comparisons with Statewide Study which consists of responses from all the Maryland Community Colleges including Dundalk Community College.

The assistance provided by the staff of the State Board for Community Colleges, especially Daniel McConochie in the analyses of the College and Statewide data, is gratefully acknowledged.

K. Rajasekhara
Director
Institutional Research
and Grants

March, 1982

CONTENTS

	Page
HIGHLIGHTS	ii
PREFACE	iv
PURPOSE	1
METHOD	1
Study Population	1
Data Collection	1
Procedure	2
Return Rate	2
Response Bias	2
Analysis	3
RESULTS	3
Characteristics of the Respondents	3
Status of Graduates	5
Analysis of Research Question	6
Educational Goals	6
Transfer	10
Career Development	16
Overall Evaluation	23
SUMMARY AND IMPLICATIONS	25
REFERENCES	28
APPENDIX A - Questionnaire	29

FOLLOW-UP STUDY: 1980 GRADUATES

DUNDALK COMMUNITY COLLEGE

PURPOSE

The primary purpose of the study was to help Dundalk Community College evaluate the extent to which it assisted students in (1) achieving their goals; (2) their preparation for transfer to a senior college or university; (3) their career development. Also, the study was designed to provide data for the Program Data Monitoring System. Finally, the study was done to compare the College outcomes among DCC and Statewide graduates.

METHOD

Study Population

The study population consisted of 201 students who received and A.A. degree or certificate during the academic year 1979-80 academic year. A total of 53 certificates and 155 A.A. degrees were awarded. Of these, six had received both and one had received two certificates.

Data Collection

The follow-up questionnaire was developed by the Maryland Community College Research Group and included information in four basic areas; goals and goal achievement, employment, transfer, and student satisfaction. The graduate questionnaire is shown in Appendix A.

In addition to the responses to the questionnaires, the following information was taken directly from the College records for analysis; program at exit from the College, credit hours earned, highest degree earned, overall grade point average, current enrollment status, sex, year of birth, and race.

Procedure

The College received the questionnaires from SBCC for mailing. A master list of the study population was prepared from the student records. This list was used to keep track of the respondents, non-respondents, and packets returned as undeliverable by the United States Postal Service. The first follow-up packets were mailed in February, 1981 and consisted of a cover letter from the President, the questionnaire, and a preaddressed, prepaid return envelope. After two weeks, a second mailing was made to nonrespondents. The graduates were thus surveyed about eight months after graduation. The demographic data were printed on a label with the students name, and attached to the questionnaire.

Return Rate

Among the 201 persons in the study population, 139 returned usable questionnaires for an unadjusted return rate of 69 percent. However, four questionnaires were returned as undeliverable by the Postal Service, producing a response rate of 71 percent among those actually receiving the questionnaires. The 1978 survey of DCC graduates gave an adjusted response rate of 69 percent (Stewart and Nelson, 1980). The Statewide survey of 1978 graduates gave the response rate of 63 percent (Tschetelin and MacLean,1980). The Texas State graduate follow-up study achieved a response rate of 59 percent (Hall and Reed, 1977).

Response Bias

Respondents were compared with the population on three variables: sex, race, and program. The sex of the respondents was virtually identical with

that of the population, 59.7 percent women in the sample and 59.1 percent women in the population. Black students were slightly less likely to have responded, but the difference was not strong (2.2 percent in the sample and 3.8 percent in the population). With regard to programs, there were only minor differences between the sample and the population. The respondents were somewhat more likely to have a transfer program (43.9 percent vs. 40.9 percent), but other differences were smaller. For example, in the sample, 12.9 percent were Retail Floristry majors compared to 14.4 percent in the population. Based upon the response rate and the comparisons between the sample and the population on three variables, the results of the graduate survey are considered representative of all 1980 graduates.

Analysis

The office of Institutional Research and Grants forwarded the completed questionnaires along with the demographic information to the State Board for Community Colleges. The data were keypunched and verified at the University of Maryland Computer Science Center. The Statistical Package for Social Science (SPCC) (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1976) was used for the analysis. The results of the survey of the College along with the Statewide aggregate were received from SBCC for further analysis and reporting.

RESULTS

Characteristics of the Respondents

Table 1 shows the characteristics of the respondents for the 1980 graduate survey. The typical DCC graduate who earned a degree/certificate was white, female and 32 years old. The DCC graduate on an average was nearly four years older than the Statewide graduate. In 1978, the DCC graduate on an average was

34 years old while the Statewide graduate was 28 years old. More than half of the graduates had been in a career program. This is true for both DCC and Statewide graduates. The cummulative grade point average of DCC graduates was slightly higher than that of Statewide graduates.

The existence of 13 graduates from an "undeclared program" under Statewide category indicates a problem with updating the students' curriculum codes in the student data files.

TABLE 1

CHARACTERISTICS OF THE RESPONDENTS

Characteristics	DCC Graduates Number	DCC Graduates Percent	Statewide Graduates Number	Statewide Graduates Percent
Program Type at Exit				
Transfer	61	44	1,772	41.9
Career	78	56	2,447	57.8
Undeclared	0	-	13	0.3
Highest Degree Earned				
AA	110	79	2,662	72
Certificate	29	21	323	8
None	0	-	729	20
Sex				
Male	55	40	1,728	41
Female	84	60	2,522	59
Race				
Minority	5	4	579	16
White	134	96	3,123	84
Mean Credits Earned	51.3		62.7	
Cummulative Grade Point Average	3.19		3.05	
Mean Age (in 1980)	31.8		27.9	
ALL RESPONDENTS	139		4,265	

Status of Graduates

The status of graduates about one year after graduation is given in Table 2. There was no real significant difference in the employment status of DCC graduates and Statewide graduates. Also, the percentage of graduates, among the two groups, attending a transfer college remained the same.

TABLE 2

STATUS OF GRADUATES ONE YEAR LATER

Status	DCC Graduates* Number	DCC Graduates* Percent	Statewide Graduates* Number	Statewide Graduates* Percent
Employment				
Employed	105	76	3,109	78
Seeking Employment	15	11	395	10
Full-Time Home Responsibility	19	13	469	12
In School	63	45	1,924	45
Active Military	0	-	31	1
Other	6	4	191	5
ALL RESPONDENTS	139		4,265	

* More than one response given

ANALYSIS OF RESEARCH QUESTIONS

The survey of 1980 graduates of Dundalk Community College focuses on four main topics: educational goals, transfer, career development, and overall evaluation. The research questions concerning these topics are discussed in terms of the results from the studies of Dundalk Community College graduates. A comparison of these results with those of Statewide graduates was also made.

1.0 EDUCATIONAL GOALS

1.1 *What were the educational goals of the respondents?*

Nearly one-third of the graduates said that their primary reason for attending DCC was to prepare for transfer to a four-year institution. (Table 3) Slightly over one-third of the Statewide graduates gave this as the primary reason. In 1978, the response rates were 17 percent for DCC graduates and 28 percent for Statewide graduates. Twenty-three percent of the graduates indicated that their primary goal was to explore new careers while only 16 percent of the Statewide graduates gave this reason. Almost twice as many DCC graduates as the Statewide graduates had personal interest and self-enrichment as their goals.

TABLE 3

EDUCATIONAL GOALS OF THE RESPONDENTS

Primary Goals	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
Prepare for transfer to a four-year college	40	31	1,412	36
Explore new career or new academic career	29	23	635	16
Prepare for immediate entry into a career	25	19	1,125	29
Interest and self-enrichment	20	16	367	9
Update skills for a job currently held	10	8	264	7
Other goals	4	3	99	3
TOTAL	128	100	3,902	100

1.2 *What were the graduates' primary reasons for selecting DCC?*

Reasons selected most often for attending DCC were its convenient location and program availability (Table 4). Similar responses were obtained from Statewide graduates. Eight percent of the DCC graduates said that they came to the College because of its low cost. Seventeen percent of the Statewide graduates gave this reason.

TABLE 4

PRIMARY REASONS FOR SELECTING DCC

Primary Reason	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
Convenient location	55	42	1,522	40
Program I wanted was offered	53	40	1,146	30
Low Cost	10	8	659	17
Colleges academic reputation	5	4	207	5
Advice of friends	3	2	72	2
Financial aid available	3	2	59	2
Advice of High School Counselor	1	1	26	1
Unwilling or unable to attend another College	1	1	132	3
TOTAL	131	100	3,823	100

1.3 *What proportion of the respondents achieved their goals?*

Eighty-six percent of DCC graduates stated that they had achieved their goals (Table 5). The percentage of graduates from Statewide community colleges achieving their goals was also 86. In 1978, 86 percent of DCC graduates and 85 percent of Statewide graduates achieved their goals.

TABLE 5

SELF-REPORTED GOAL ACHIEVEMENT

Goal Achievement	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
Achieved the goal	118	*86*	3,632	*86*
Not achieved the goal	20	*14*	573	*14*
TOTAL	138	*100*	4,205	*100*

2.0 TRANSFER

2.1 *What proportion of the respondents whose goals was to transfer achieved their goal?*

Among the DCC graduates whose goal was to transfer, 71 percent transferred. The transfer rate for Statewide graduates was 78 percent. The response rates for 1978 graduates of bothe DCC and Statewide were 84 and 74 percent respectively.

2.2 *What proportion of all respondents transferred full-time? part-time?*

Among all graduates, regardless of their goal, 39 percent had transferred. In this study, transfer refers to any work at another College or University after leaving the community college. Forty-two percent of the Statewide graduates transferred to another College. Seventy percent of DCC graduates who transferred, did so on a full-time basis (Table 6). The percentage of Statewide graduates attending another college or university on a full-time basis was 66.

TABLE 6

RESPONDENTS WHO TRANSFERRED

Transfer Status	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
Full-Time	38	70	1,182	66
Part-Time	16	30	605	34
TOTAL	54	100	1,787	100

2.3 *To what Colleges did the respondents transfer?*

Eight-two percent of DCC graduates transferred to State's 4-year colleges and universities compared to 74 percent of Statewide graduates (Table 7). However, the percentage of DCC graduates transferring to University of Maryland was considerably less. Nearly twice as many DCC graduates as the Statewide graduates transferred to a junior or community college in Maryland.

TABLE 7

TRANSFER COLLEGE

Transfer College	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
Maryland public State College	33	61	570	32
University of Maryland	4	7	608	34
Maryland private 4-year	7	13	154	8
Maryland Community College	7	13	104	6
Maryland private 2-year	1	2	18	1
Maryland-Tech-Community	0	-	20	1
Non-Maryland other	2	4	316	18
TOTAL	54	100	1,790	100

2.4 *For what proportion of the respondents was their community college program related to their major at the transfer institution?*

Nearly nine in ten of the graduates reported that their community college program was either directly or somewhat related to their major at the transfer institution (Table 8). Elterich, in a Connecticut graduate follow-up study, reported that 86 percent of graduates found that their community college programs were directly or somewhat related to their transfer curriculum (Elterich, 1976). The comparable Maryland figure was 90 percent.

TABLE 8

RELATIONSHIP OF RESPONDENTS' COMMUNITY COLLEGE PROGRAMS TO THEIR TRANSFER MAJOR

Relationship	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
Directly related	29	56	965	55
Somewhat related	17	33	617	35
Not related	6	11	176	10
TOTAL	52	100	1,758	100

2.5 *How many credits did the respondents lose in the transfer process?*

Two-thirds of DCC graduates reported that they lost no credits in the transfer process (Table 9). Less than half of the Statewide graduates lost no credits. Nearly five percent of the Statewide graduates lost more than 21 credits during the transfer process, while none of the DCC graduates lost these many credits.

TABLE 9

LOSS OF CREDITS IN TRANSFER PROCESS

Credits Lost	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
None	30	63	763	46
1 - 3	5	10	279	17
4 - 6	5	10	210	13
7 - 12	6	13	224	13
13- 20	2	4	102	6
21 or more	0	-	82	5
TOTAL	48	100	1,660	100

2.6 *What was the grade point average of respondents at their transfer institution?*

Nearly three-fourths of all DCC graduates reported earning a grade point average of 3.0 or higher at the transfer institution (Table 10). Sixty percent of the Statewide graduates earned this grade point average.

TABLE 10

SUCCESS OF RESPONDENTS IN TRANSFER INSTITUTION

Grade Point Average	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
Below 2.0	0	-	30	2
2.0 - 2.4	7	14	199	13
2.5 - 2.9	7	14	405	26
3.0 - 3.4	20	41	550	35
Above 3.5	15	31	404	25
TOTAL	49	100	1,588	100

2.7 *How satisfied were the respondents with their preparation for transfer?*

Nine-tenths of DCC graduates reported that they were either extremely satisfied or satisfied with their preparation for transfer (Table 11). Similar response was obtained by the Statewide graduates on these two factors. The 1978 Graduate Follow-Up Study showed similar results.

TABLE 11

SATISFACTION WITH PREPARATION FOR TRANSFER

Satisfaction	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
Extremely satisfied	20	40	621	36
Satisfied	26	52	972	56
Unsatisfied	4	8	140	8
TOTAL	50	100	1,733	100

3.0 CAREER DEVELOPMENT

3.1 *What proportion of the respondents whose goal had been career development were employed full-time?*

More than half of the DCC respondents whose goal had been career development were employed full-time (Table 12). The statewide figure for the respondents was 74 percent. Nearly 77 percent of DCC graduates indicated that their goal for attending the College was not employment. The response rate among the Statewide graduates for this item was 67 percent.

TABLE 12

EMPLOYMENT AMONG RESPONDENTS WHOSE GOAL WAS CAREER DEVELOPMENT

Career Goal Achievement	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
Achieved	18	55	1,023	74
Not Achieved	15	45	366	26
TOTAL	33	100	1,389	100

3.2 *What proportion of all respondents were employed full-time? part-time?*

Eighty percent of 1980 DCC graduates were employed; 52 percent employed full-time and 28 percent part-time (Table 13). The rate of employment among Statewide graduates was 76 percent; 53 percent full-time and 23 percent part-time. Among those graduates who were employed full-time, more than half (55 percent) held the same job they held prior to or while attending the College. The figure for Statewide graduates was 74 percent.

In the follow-up study of 1975 graduates of Connecticut Community Colleges about three-fourths of the respondents were employed (Elterich,1976); the comparable figure for DCC was 80 percent. Among those 1980 graduates who were employed full-time, more than two-thirds (68 percent) held the same job they held prior to or while attending DCC. The figure for Statewide graduates was less than half (49 percent).

TABLE 13

EMPLOYMENT STATUS

Variable	DCC Graduates Number	DCC Graduates Percent	Statewide Graduates Number	Statewide Graduates Percent
Status				
Full-Time	72	52	2,272	53
Part-Time	39	28	978	23
TOTAL	111	80	3,250	76
Present job began (full-time)				
Prior to or during College	49	68	1,099	49
After College	23	32	1,146	51
TOTAL	72	100	2,245	100

3.3 *What proportion of the respondents who were employed full-time held jobs in their field of training?*

Seventy-two percent of DCC graduates who were employed full-time held jobs that were either directly or somewhat related to their community college program (Table 14). The comparable figure for Statewide graduates was 81 percent. The Connecticut follow-up study found that 65 percent of graduates held a job which was directly or somewhat related to their program.

TABLE 14

RELATIONSHIP OF THE RESPONDENTS' PROGRAMS TO THEIR FULL-TIME EMPLOYMENT

Relationship	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
Directly related	29	40	1,136	50
Somewhat related	23	32	688	31
Not related	20	28	436	19
TOTAL	72	100	2,260	100

3.4 *Where were the full-time respondents employed?*

Nearly two-thirds of 1980 DCC graduates who were employed full-time were employed in Baltimore County (Table 15). A comparison of Statewide graduates who were employed full-time showed that less than half (47 percent) were employed in the same county of their community college. Baltimore City employed 24 percent of DCC graduates full-time compared to 18 percent of Statewide graduates. Seven percent of DCC graduates were employed in some other Maryland location compared to 16 percent of Statewide graduates. Two percent of DCC graduates were employed in Washington, D.C. and none in out-of-state. The comparable figures for Statewide graduates were 10 and 9 percent respectively.

TABLE 15

EMPLOYMENT LOCATION OF RESPONDENTS

Location	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
Same county as community college	45	63	1,045	47
Other Maryland county	7	10	357	16
Baltimore City	17	24	394	18
Washington, D.C.	2	3	227	10
Other States	0	-	210	9
TOTAL	71	100	2,233	100

3.5 *How did graduates locate their current jobs?*

More than two-thirds of the graduates located their current jobs either by personally contacting an employer or through a family member or friend (Table 16). Seventy percent of the Statewide graduates located their current jobs through these sources. Two percent of both DCC and Statewide graduates indicated that they located their job through the College Placement Office. Eight percent of DCC graduates found their job through a faculty member. The Statewide figure for this source was 6 percent.

TABLE 16

ASSISTANCE IN LOCATION OF EMPLOYMENT

Source of Assistance	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
Contacted employer on own	37	51	1,034	46
Newspaper	11	15	294	13
Other Source	10	14	315	14
Family or Friend	9	13	537	24
Faculty	6	8	139	6
Employment Agency	2	3	123	5
College Placement Office	1	2	49	2

NOTE: Respondents could check more than one source; only responses from full-time employees were included.

3.6 *What was the primary reason why graduates were unable to secure employment?*

Among graduates seeking a job, the reason most often given for unemployment was that there were too few openings in their field of training. The results, however, were not conclusive due to the small number of responses. The Statewide graduate survey revealed that the reason most often given for not getting a job was a need for more education to qualify for it.

3.7 *What was the primary reason for graduates having jobs not related to their community college program?*

Of the graduates who were employed full-time in a job that was unrelated to their program, nearly one-fourth said that they were able to find a better paying job outside their field of study (Table 17). The same proportion of Statewide graduates responded that they were unable to find a job in their field of study.

TABLE 17

REASONS FOR WORKING IN JOBS NOT RELATED TO COMMUNITY COLLEGE PROGRAMS

Reason	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
Found better pay	4	22	66	16
Could not find job in trained field	3	17	92	23
Found better opportunity	2	11	28	7
Program at college not career oriented	2	11	88	22
Other	7	39	106	26
Did not want prepared field	-	-	24	6
TOTAL	18	100	404	100

3.8 *How satisfied were the respondents with their community college preparation for employment?*

More than nine-tenths of DCC graduates who were employed full-time reported that they were satisfied with their preparation for employment with 60 percent satisfied and 34 percent extremely satisfied (Table 18). Similar responses (64 percent satisfied and 29 percent extremely satisfied) were reported by Statewide graduates.

TABLE 18

SATISFACTION WITH PREPARATION FOR EMPLOYEMNT

Satisfaction	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
Extremely satisfied	22	*34*	603	*29*
Satisfied	39	*60*	1,359	*64*
Unsatisfied	4	*6*	143	*7*
TOTAL	65	*100*	2,105	*100*

4.0 OVERALL EVALUATION

4.1 *How satisfied were the graduates with the quality of classroom instruction in their community college program?*

Among the graduates, satisfaction with the quality of instruction was quite high with 46 percent reporting that they were extremely satisfied and an additional 52 percent reporting that they were satisfied (Table 19). The Statewide survey of the graduates showed a similar satisfaction rate (44 percent extremely satisfied and 53 percent satisfied).

TABLE 19

OVERALL QUALITY OF CLASSROOM INSTRUCTION

Quality of Instruction	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
Extremely Satisfied	63	46	1,842	44
Satisfied	72	52	2,259	53
Unsatisfied	3	2	119	3
TOTAL	138	100	4,220	100

4.2 *How satisfied were graduates with the overall quality of their community college?*

Satisfaction with the overall quality of the community college was also high with 53 percent of the graduates extremely satisfied and 43 percent satisfied (Table 20). The comparable figures for Statewide graduates were 46 percent extreme satisfaction and 51 percent satisfaction.

TABLE 20

OVERALL QUALITY OF COMMUNITY COLLEGE

Overall Quality	DCC Graduates		Statewide Graduates	
	Number	Percent	Number	Percent
Extremely Satisfied	74	53	1,942	46
Satisfied	60	43	2,172	51
Unsatisfied	5	4	121	3
TOTAL	139	100	4,235	100

SUMMARY AND IMPLICATIONS

SUMMARY

The graduate follow-up was a part of a continuing study to provide information about the outcomes of Dundalk Community College education. The primary purpose was to help the College evaluate the extent to which it assisted students in achieving their educational goals, their carer development, and their preparation for transfer to senior colleges and universities. The study was also conducted to provide data for the Program Data Monitoring System (PDMS) and the Vocational Education Data System (VEDS). Finally, the study was done to compare the outcomes of Dundalk Community College graduates with those of the Statewide community colleges graduates. The research was a joint project of the State Board for Community Colleges and the Maryland Community College Research Group.

Graduates (201) of 1980 were surveyed in 1981, and the response rate among those receiving the questionnaires was 71 percent. Specific research questions were directed toward five areas: student educational goals, goal achievement, transfer, career development and satisfaction.

Student Educational Goals

About one-third of the graduates held a transfer goal and nearly a fourth of them held the exploration of new career as their goal.

Goal Achievement

Eighty-six percent of the graduates reported that they achieved their educational goals. Similar rate of response was achieved among Statewide graduates.

Transfer

Seventy-one percent of graduates transferred when their goal was to transfer. The transfer rate among Statewide graduates was 78 percent. Considering all respondents apart from their goals, about 40 percent (both DCC and Statewide) transferred to another college. Eighty-two percent of graduates transferred to State's senior colleges and universities compared to 74 percent of Statewide graduates. An overwhelming majority (96 percent) of graduates transferred to a Maryland institution. The rate of transfer to a Maryland institution among the Statewide graduates was 82 percent. Nine-tenths of the graduates were either extremely satisfied or satisfied with their preparation for transfer. Similar results were obtained among Statewide graduates.

Career Development

Nearly three-fourths of the graduates were employed full-time when their goal was career development. A slightly higher proportion of Statewide graduates were employed full-time. Considering all respondents apart from their goals, 80 percent of the graduates were employed (52 percent full-time and 28 percent part-time). The employment rate among Statewide graduates was 76 percent (53 percent full-time and 23 percent part-time). Nearly three-fourths of the graduates held their full-time employment in their area of training. A slightly higher rate (81 percent) of employment in a job related to the community college program was reported among Statewide graduates. Two-thirds of the graduates were employed full-time in Baltimore County and one-fourth in Baltimore City. One-half of the Statewide graduates were employed full-time in the same county as their community college.

Ninety-eight percent of DCC graduates and 81 percent of the Statewide graduates were employed full-time in Maryland. More than nine-tenths of DCC graduates expressed satisfaction with their preparation for employment. Similar results were obtained among Statewide graduates.

Student Satisfaction

Graduates were quite satisfied with the quality of instruction, with 46 percent extremely satisfied and 52 percent satisfied. The graduates were also highly satisfied with the overall quality of their college with only four percent reporting dissatisfaction. Statewide survey among graduates showed similar results.

IMPLICATIONS

Both 1978 and 1980 follow-up studies have shown that many students come to Dundalk Community College for reasons other than getting a career education degree. They come to upgrade their job skills, for self-enrichment, and more importantly to transfer to another four-year institution. The 1980 graduate survey revealed that the percentage of students coming to Dundalk Community College for the purpose of transferring to a four-year institution was almost doubled over the previous survey conducted in 1978. Today's high cost of tuition at four-year institutions and the reduction in the availability of student financial aid make it imperative for the students to look for low-cost institutions where there are strong transfer programs. The special needs of these students should be addressed.

REFERENCES

Elterich, K. Follow-Up of 1965 Graduates. Hartford, Ct., Connecticut State Board of Trustees for Reginal Community Colleges, 1976

Hall, T and Reed, J.R. Postsecondary Student Follow-Up: Monograph 6, First-Year Graduate. Austin, Tx: Tex-SIS Follow-Up System, 1977

McConochie, Daniel D. Student Follow-Up of 1976 Entrants, Maryland Community Colleges. Annapolis, Maryland. State Board for Community Colleges, 1981

Nie, N.H., Hull, C.H., Jenkins, J.G., Steinbrenner, K., and Bent, D.H. Statistical Package for the Social Sciences New York: McGraw-Hill 1976

Stewart, David and Nelson, I. Dundalk Community College Student Follow-Up Study: 1978 Graduates, Dundalk Community College, Baltimore, Md. 1980

MARYLAND PUBLIC COMMUNITY COLLEGES GRADUATE FOLLOW-UP QUESTIONNAIRE

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges assess and improve their programs. Please complete it promptly and return it in the envelope provided. This form should require less than 10 minutes to complete. All answers will be strictly confidential. Thank you for your assistance.

(Please make corrections if necessary.)

_____
(Name)

_____
(Address)

_____

ALL GRADUATES SHOULD COMPLETE PART I.

PART I.

A. Check the items that describe your current status. (check as many as apply)

37 [ ] In school
38 [ ] Employed
39 [ ] Not employed
40 [ ] Full-time home responsibility
41 [ ] In active military services
42 [ ] Other (specify) _____

B. Check the one statement which most closely corresponds to your primary reason for attending this community college. (check one)

[ ] 1. Exploration of new career or academic areas
[ ] 2. Preparation for immediate entry into a career
[ ] 3. Preparation for transfer to a four-year institution
43 [ ] 4. Update skills for a job currently held
[ ] 5. Interest and self-enrichment
[ ] 6. Other (specify) _____

C. Was your goal (indicated in Item B) achieved by the time you graduated from this community college? (check one)

44 [ ] 1. Yes
[ ] 2. No

D. How satisfied were you with the quality of classroom instruction in your program of study? (check one)

45 [ ] 1. Extremely satisfied
[ ] 2. Satisfied
[ ] 3. Unsatisfied

E. How satisfied were you with the overall quality of this community college? (check one)

46 [ ] 1. Extremely satisfied
[ ] 2. Satisfied
[ ] 3. Unsatisfied

F. What was the **most important** reason you chose this communtiy college? (check one)

47
- [ ] 1. Low cost
- [ ] 2. Convenient location
- [ ] 3. Program I wanted was offered
- [ ] 4. Financial aid was available
- [ ] 5. Unwilling or unable to attend another college
- [ ] 6. College's good academic reputation
- [ ] 7. Advice of friends
- [ ] 8. Advice of high school counselor

IF YOU ARE IN SCHOOL, COMPLETE PART 2; OTHERWISE, GO TO PART 3.

PART 2.

G. What type of school are you currently attending? (check one)

48
- [ ] 1. Another Maryland public community college
- [ ] 2. A public State college in Maryland
- [ ] 3. The University of Maryland
- [ ] 4. Maryland private four-year college or university
- [ ] 5. A private two-year Maryland college
- [ ] 6. Maryland technical or commercial school
- [ ] 7. Out-of-state four-year public college or university
- [ ] 8. Out-of-state four-year private college or university
- [ ] 9. Other out-of-state college or university

Enter name of school here:

_____

_____

H. What is your enrollment status in the school indicated above?

49
- [ ] 1. Part-time
- [ ] 2. Full-time

I. Indicate your overall grade point average for credits earned at the transfer school (based on a 4-point scale).

50
- [ ] 1. Less than 2.0
- [ ] 2. 2.0-2.4
- [ ] 3. 2.5-2.9
- [ ] 4. 3.0-3.4
- [ ] 5. 3.5 and over
- [ ] 6. Have not yet completed a full semester

J. To what extent was your curriculum program at this community college related to your major at the transfer school?

51
- [ ] 1. Directly related
- [ ] 2. Somewhat related
- [ ] 3. Not related

K. How satisfied were you with your preparation for transfer?

52
- [ ] 1. Extremely satisfied
- [ ] 2. Satisfied
- [ ] 3. Unsatisfied

L. How many credit hours earned at this community college were not accepted at the transfer school?

53
- [ ] 1. All credit hours accepted
- [ ] 2. Lost 1-3 credit hours
- [ ] 3. Lost 4-6 credit hours
- [ ] 4. Lost 7-12 credit hours
- [ ] 5. Lost 13-20 credit hours
- [ ] 6. Lost more than 21 credit hours

IF YOU ARE EMPLOYED, COMPLETE PART 3; OTHERWISE, GO TO PART 4.

PART 3.

M. Your current employment status.

54 [ ] 1. Employed part-time
[ ] 2. Employed full-time

N. What is the title of your current position?

_____

Employer's name and address:

55-57 S O C

_____

_____

_____

O. Will you give the college permission to contact your employer for the purpose of evaluating your community college program?

[ ] 1. Yes
[ ] 2. No

58 Supervisor's name: _____

Supervisor's title: _____

P. When did you begin your present job? (check one)

59 [ ] 1. Before attending this community college
[ ] 2. While attending this community college
[ ] 3. After graduating from this community college

Q. Geographic location in which you are presently employed. (check one)

[ ] 1. Same county/city as this community college
[ ] 2. Other county in Maryland
[ ] 3. Baltimore City
[ ] 4. Washington, D.C.
60 [ ] 5. Delaware
[ ] 6. Pennsylvania
[ ] 7. Virginia
[ ] 8. West Virginia
[ ] 9. Other state

R. Relationship between your program at this community college and your job. (check one)

61 [ ] 1. Program directly related to job
[ ] 2. Program somewhat related to job
[ ] 3. Program not at all related to job

S. If your job is **not** related to your program of study, check the major reason below. (check one)

[ ] 1. Could not find job in field of preparation
[ ] 2. Better pay in field in which employed
[ ] 3. Better opportunity for advancement in field in which employed
62 [ ] 4. Did not want to work in the field of preparation
[ ] 5. Program of study at this college was not career-oriented
[ ] 6. Other (please explain) _____

T. On the average, how many hours per week do you work?

63-64 _____ hours

U. If you are employed *full-time*, what is your current salary (without overtime and before deductions)?

65-68 $_____ per (check one)

69
[ ] 1. Hour
[ ] 2. Week
[ ] 3. Month

V. Who helped you locate your current job? (check as many as appropriate)

70 [ ] Faculty member
71 [ ] College Placement Office
72 [ ] Newspaper
73 [ ] Employment agency
74 [ ] Contacted employer on my own
75 [ ] Family or friend
76 [ ] Other

W. How satisfied are you with your community college preparation for employment? (check one)

[ ] 1. Extremely satisfied
77 [ ] 2. Satisfied
[ ] 3. Unsatisfied

IF YOU ARE NOT EMPLOYED, COMPLETE PART 4.

PART 4.

X. Please check one.

78 [ ] 1. I am seeking a job
[ ] 2. I am not seeking a job

Y. If you are seeking a job, please check the **major** reason you have been unable to secure employment. (check one)

[ ] 1. Salary too low in the field for which I was prepared at the community college
[ ] 2. There are few openings in the field for which I was prepared
79 [ ] 3. I need more education to qualify for the job I want
[ ] 4. I have changed my career objective since graduating
[ ] 5. I have not looked hard enough

What changes could be made to your community college program to improve a graduate's employment and/or transfer performance?

_____

_____

_____

Thank you for completing this questionnaire. Please return it in the enclosed prepaid envelope.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024 JAN 21 1983